

102 wk7 W18

Week 7 2/19-2/23	--Creole culture in Chopin's stories -- <i>Antigone</i> and Civil Disobedience	IRP #9: <i>Bayou Folk</i> IRP #10: <i>Antigone</i>
Week 8 2/26-3/2	--Biographical v. Sociological Interpretation --Groundwork for the research paper	Draft of paper #2 due <b>Paper #2 Due</b>
Week 9 3/5-9	SPRING BREAK	
Week 10 3/12-3/16	Library 102 Orientation [meet in Library] <b>Begin Unit 3: Formalist Interpretation</b>	<b>Research Paper Topic due</b>

MONDAY:

**Prep:** Paper #1 returns (2<sup>nd</sup> wave); reminder about dots (on board);

**paper #2 handout**

Video streaming 2 [http://fod.infobase.com/p\\_ViewVideo.aspx?xtid=1320](http://fod.infobase.com/p_ViewVideo.aspx?xtid=1320)

<http://esearch.sc4.edu/library>

<https://www.youtube.com/watch?v=8bSnnufOx80&list=PLjAYIUihAhOZ5xJhxtxojqCKFnZs5-lzCh>

### **Antigone**

by Bioscope (Firm); Films Media Group; Films for the Humanities & Sciences (Firm)

2005 [Checked In, Films on demand database, Films On Demand Database](#)

**Due:** IRP #9

**Assign:** IRP#10

### **Discussion:**

1. Paper #1 returns (stragglers)  
Paper #2 handout
  2. How to video stream *Antigone* for IRP #10
  3. *Bayou Folk*: Culture then and now  
Class: How might the 2 stories have played out differently if their class status were different?  
Religion: A traditionalist/orthodox response to these stories?
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WEDNESDAY:

**Prep:** Guide to ancient Greek theater; videos of *Antigone*

**Due:** IRP #10

**Assign:** Working draft of paper #2 (see working draft guidelines from week 5)

**Discussion:**

1. Understanding the play—what are the barriers to comprehension?
2. Civil disobedience: what factors might make a reader take sides (or at least sympathize with) Antigone? Creon? Is there a clear right side?
3. Religion: Does it matter that this is not “our” religion?
  - a. Stoning to death in the context of Judeo-Christian scripture
  - b. The significance of denying burial  
Crucifixion, etc. (display of pirates’ rotting corpses)  
Theology of the Afterlife  
Bodily resurrection?
4. Gender: What if Antigone were a son and not a daughter?
5. What sorts of people might agree with each of the below statements? What evidence in the play might they point to in support of their opinions?
  1. *Antigone* is a play about a rebellious teen girl who convinces herself that she has a monopoly on morality and truth. In an immature way typical of teenagers, she thinks that *she’s* the only one who really understands things. Ignoring the real needs of her country, ignoring the law, and ignoring the true complexity of the situation, she stubbornly and selfishly defies a man who is both her king and the head of her family, with disastrous results.
  2. *Antigone* is a play about a courageous girl who puts her own life on the line (and loses it) in order to defend a higher moral calling. Like Martin Luther King Jr. and Mahatma Gandhi, Antigone deliberately breaks the law—but a flawed, wrongful law—because certain universal principles trump mere manmade laws. Her example shows that even powerful tyrants are helpless before civil resistance based on the right principles.
  3. *Antigone* is a play about the foolishness and ignorance of pagan superstitions. The play illustrates how people could spread death and misery by trying to follow mistaken notions about what “the gods” want from humans.